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ABSTRACT

The purpose of this report is to examine the role of vocational education in Florida in providing services for the handicapped. Included are descriptions of vocational education policies for these services, the target populations, their special training needs, successful vocational education programs for the handicapped, and the role in rehabilitation that is played by community agencies. The three problems most often mentioned by vocational educators were: (1) Fears of vocational education teachers about integrating the handicapped into regular vocational classes, (2) The lack of joint planning among agencies, and (3) The hesitancy of school personnel to accept new programs. Since the present services are not adequately meeting the needs of the handicapped in Florida, increased efforts by local agencies are required. State consultants in vocational education should be utilized. The following needs should be met: (1) work evaluation centers and personnel development for vocational education, (2) local surveys of job opportunities for the handicapped, (3) inservice training relating to the handicapped, (4) better coordination of services, (5) continued research and evaluation, (6) additional consideration of the emotionally disturbed and the socially maladjusted, and (7) the effecting of community acceptance of the handicapped. This document is related to four others, available as VT 019 460, VT 019 461, VT 019 463, and VT 019 464 in this issue. (AG)

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THE ROLE OF FLORIDA VOCATIONAL–TECHNICAL EDUCATION IN PROVIDING SERVICES FOR THE HANDICAPPED

Statewide Evaluation of
Vocational–Technical Education in Florida
Richard H. P. Kraft, Project Director

FLORIDA STATE UNIVERSITY
1972

VT 019 062

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Statewide Evaluation of Vocational–Technical Education in Florida

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THE ROLE OF FLORIDA VOCATIONAL–TECHNICAL EDUCATION IN PROVIDING SERVICES FOR THE HANDICAPPED

Katherine Raepple

Statewide Evaluation of
Vocational–Technical Education
Richard H. P. Kraft, Project Director

THE FLORIDA STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
1972

THE FLORIDA STATE UNIVERSITY

TALLAHASSEE 32306

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

COLLEGE OF EDUCATION

July 19, 1972

Mr. John H. Hinman, Chairman
Florida State Advisory Council
on Vocational & Technical Education
Suite 752 - Tallahassee Bank & Trust
Tallahassee, Florida 32304

Dear Mr. Hinman:

The Study Group for Florida Statewide Evaluation of Vocational-Technical Education submits to you the following evaluation reports on Vocational-Technical Education in Florida for the school year 1971-72:

1. An Assessment of Goals and Priorities in Florida's State Plan for Vocational-Technical Education

2. Benefit-Cost Comparison of Vocational Education Programs

3. The Role of Florida Vocational-Technical Education in Providing Services for the Handicapped

4. Expectations and Satisfactions of Parents and Students with Vocational-Technical Education

5. Continued Evaluation of a Management Information System for Vocational-Technical Education

It is our hope that these reports will be helpful to all who are concerned with strengthening the State's comprehensive system of vocational-technical education.

Respectfully,

Richard H. P. Kraft

Richard H. P. Kraft
Associate Professor

RHPK/nm

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I

INTRODUCTION

The purpose of this report is to examine the role of Florida vocational-technical education in providing services for the handicapped. "Since the 1968 Amendments to the Vocational Education Act of 1963, 10 per cent of the federal funds allocated under part 'B' of this act have been designated to provide vocational education for the handicapped."[1] This designation of funds has established the means for special services and adequately prepared personnel to provide these services.

This report is general in nature, describing vocational education law and policies pertaining to services for the handicapped; the types of handicapped served; services provided by vocational-technical education; types of training unique to certain types of handicapped; selected specific vocational-technical programs in Florida that have been particularly successful with the handicapped; extramural agencies that aid vocational-technical education in the rehabilitation

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[1]Earl B. Young, et al., Vocational Education for Handicapped Persons (Washington, D.C.: Government Printing Office, 1970), p. 1.

of the handicapped; services provided by these extramural agencies; and a summary and recommendations. This general description should serve as a basis for future, more specific investigation.

II

OBJECTIVES AND DESIGN

The general objective of this report is to examine the role of Florida vocational-technical education in providing services for the handicapped. Specific objectives are to:

1. Determine types of handicapped served by Florida vocational-technical education.
2. Determine the range of services provided for the handicapped by Florida vocational-technical education.
3. Determine what types of vocational-technical training are unique to certain types of handicapped.
4. Note specific vocational-technical education programs in the state of Florida that have been particularly successful with the handicapped.
5. Note extramural services that aid vocational-technical education in the rehabilitation of the handicapped.
6. Note extramural agencies that aid vocational

technical education in the rehabilitation of the handicapped.

Data were gathered by the following procedures:

1. Interviews with selected staff[1] of the Florida vocational-technical education staff office to determine:
   a. Vocational-technical education philosophy, policy, and law concerning services to the handicapped.
   b. Types of handicapped served by vocational-technical education.
   c. Range of services offered to the handicapped by vocational-technical education.
   d. The number of handicapped served by the state of Florida vocational-technical education for the year 1970-1971.
   e. A list of agencies in the state that work with vocational-technical education in providing services for the handicapped.
   f. Special vocational-technical programs in the state that have been designated by vocational-technical education state office personnel

[1]State staff members were selected on the basis of recommendations made by the Florida State Advisory Council on Vocational and Technical Education.

as working successfully with the handicapped.

2. A review of vocational-technical education programs provided for the handicapped in progress at the state level during the 1970-1971 year.
3. A review of statistical information concerning the handicapped served by vocational-technical education at the state level.
4. Observation of selected vocational-technical education programs which provided services for the handicapped.
5. A study of services offered by agencies that aid vocational-technical education in the rehabilitation of the handicapped.

The completed research, integrated into this report, has responded to the listed objectives. Furthermore, the report includes recommendations concerning programs for the handicapped, and suggested research that will extend beyond this initial investigation of the role of vocational-technical education in serving the handicapped. Table 1 indicates interviews conducted and facilities visited in compiling data for this report.

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[1]Programs designated by Mr. Tom Swift, Vocational Education State Office, Tallahassee, Florida.

TABLE 1

INTERVIEWS CONDUCTED AND FACILITIES VISITED

Interview/Facility	Number
State Personnel	3
Vocational-technical education coordinators	2
Vocational-technical education counselors	3
Workshop evaluators	1
Coordinators for deaf program	1
Principals for special education centers	1
Special education teachers	2
Vocational-technical education instructors	2
Tutors for the deaf	2
Vocational rehabilitation counselors	1
Handicapped students	6
Class sessions for handicapped observed	4
Vocational-technical education facilities visited	7

Definitions

A distinction should be made between the terms "handicapped" and "disadvantaged." Special funds are provided by vocational-technical education for both groups; however, this report deals only with the "handicapped." The following definitions are important to this report.

Handicapped persons.--mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health-impaired persons who, by reason of their handicapping condition, cannot succeed in a vocational or consumer and homemaking education program designed for persons without

such handicaps and who, for that reason, require special educational assistance or a modified vocational or consumer and homemaking education program.[1]

Disadvantaged persons.--those persons having academic, socioeconomic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps, and who, for that reason, require specially designed educational programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or cultural or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicaps described in this paragraph.[2]

Extramural agencies.--any community agency or other source that aids vocational-technical education in the rehabilitation of the handicapped person.

Work evaluation.--a program designed to determine the assets and liabilities of the individual as these are related to vocational goals, through a structured and controlled observation of the person.

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[1]Young, et al., op. cit., p. 81.

[2]Ibid.

Regular vocational-technical education.--vocational-technical education programs planned for non-handicapped students.

Modified vocational-technical education.--vocational-technical education programs planned for the handicapped student who cannot adjust in a "regular" vocational-technical education program.

During the September 23, 1971 meeting of the Florida Advisory Council on Vocational and Technical Education, the evaluation committee requested, if possible, the following be included in the report:

1. Assess the duplication of services by agencies serving the handicapped.

The section concerning extramural agencies that aid vocational-technical education in the rehabilitation of the handicapped refers to the duplication of services by agencies serving the handicapped.

2. Note services provided to handicapped veterans.

Services provided for handicapped veterans, for the most part, are coordinated through the Veterans' Administration. Training at a vocational-technical education facility probably would be sponsored by and coordinated through this Administration. The same services are available to handicapped veterans from vocational-technical education as are provided for other handicapped persons.

3. Note job placement records of students which have been served by programs for the handicapped.

Because of the newness of many programs in the state in providing special services for the handicapped, job placement records are sparse and incomplete. Some information concerning job placement of the handicapped trained by vocational-technical education in the Dade County area will be available during the summer of 1972. Job placement at St. Augustine School for the Deaf and Blind will be noted in the section describing this program. Job placement, including assessment of employer relationships, evaluation of job readiness, length of follow-up after placement, and types of jobs secured for the handicapped need special study.

III

SIGNIFICANCE OF THE PROBLEM

There is the expectation in society that each person will assume responsibility for his own maintenance (and that of his family). The individual who does not assume this responsibility is considered an economic liability. In addition, society is not able to make maximum use of its human resources when some members, because of handicapped conditions, are unable to be personally and economically independent. Society, then, has the task of providing its members with skills that will enable them to be self-sufficient.

The main emphasis in rehabilitation of the civilian handicapped has been initiated since World War I, with extensive opportunities for growth and development occurring as the result of the Vocational Rehabilitation Act Amendments of 1943 and 1965.[1] During this time it has been proved repeatedly that when the handicapped are effectively evaluated and comprehensive rehabilitation programs are planned with them, many return to society in a productive role.

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[1] C. Esco Obermann, A History of Vocational Rehabilitation in America (Minneapolis, Minn.: T. S. Denison & Co., Inc., 1965), pp. 211-326.

Training is an essential part of the rehabilitation process. For the handicapped in elementary and secondary schools, the educational process that leads to employment may include extensive job exploration and pre-vocational training before actual job training. For those who acquire a handicapping condition after some job experience, retraining for the same job or training for another work skill may be necessary.

Because of the variation of needs of the handicapped, individualized planning and instruction is often necessary. "The educational process for handicapped persons may be viewed as the modification of educational practices, instructional programs, and school plants for those who possess disabling conditions which prevent them from learning at a normal rate."[1]

Vocational-technical education has made a commitment to do its part in the training of those with special disabling conditions in the 1968 Amendments to the 1963 Vocational-Technical Education Act. Since that time, vocational-technical education has established special councils, prepared statewide cooperative agreements, enlisted the cooperation of other agencies in serving the handicapped, established policy and regulations in reference to services for the handicapped,

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[1]Young, et al., op. cit., p. 2.

and established special pre-vocational education, evaluation procedures, and training programs that are specifically designed for the handicapped person.

Basic directions were given in the 1968 Amendments for providing services for the handicapped. It is appropriate, therefore, to examine the role of vocational-technical education in Florida in providing these services.

IV

NATIONAL AND STATE LAW AND POLICIES CONCERNING SERVICES FOR THE HANDICAPPED

The 1968 Amendments to the Vocational-Technical Education Act of 1963 states:

> Vocational education for disadvantaged or handicapped persons supported with funds under Section 102(a) or (b) of the act shall include special education programs and services designed to enable disadvantaged or handicapped persons to achieve vocational education objectives that would otherwise be beyond their reach as a result of their handicapping condition. These programs and services may take the form of modifications of regular programs, special educational services which are supplementary to regular programs, or special vocational education programs designed only for disadvantaged or handicapped persons.[1]

The Act encourages, where possible, that the handicapped be enrolled in vocational-technical education programs designed for persons without their handicapping conditions. However, if the handicapped cannot benefit from regular programs even with modification or the addition of supplementary special educational services, then special programs of vocational instruction should be provided.

The 1968 Amendments also provide for training of

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[1] Ibid., p. 83.

personnel, state administration and leadership, cooperative agreements with state agencies responsible for education of handicapped persons, and requirements with respect to construction. They refer to the differences in vocational-technical education needs of the handicapped and describe the percentage requirements with respect to uses of federal funds for the handicapped in the following manner: "At least ten percent of the total allotment for any fiscal year to a state of funds appropriated under Section 102(a) of the act shall be used only for vocational education for handicapped persons."[1]

The Florida State Plan for the administration of vocational-technical education under the vocational education Amendments of 1968 provides that vocational-technical education opportunities must be made available to handicapped persons. The following policy is expressed in the Florida State Plan concerning the handicapped:

Cooperative agreements.--Among the agencies, organizations, and institutions concerned with handicapped persons with which the state board may enter into agreements are the Divisions of Adult Corrections, Youth Services, Mental Health, Retardation, Health, Family Services, and Vocational Rehabilitation, Department of Health and Rehabilitative Services. A written agreement has been established between the Division

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[1] Ibid., p. 87.

of Vocational, Technical, and Adult Education and the Exceptional Child Education Section of the Division of Elementary and Secondary Education, Department of Education, providing for cooperation in the provision of special vocational-technical education programs or instruction and services for handicapped in-school youth meeting the criteria established in the section of the State Plan entitled "identification of handicapped persons."[1]

Accessibility to handicapped persons.--In planning the construction of school facilities under the Act, the State Board and the local educational agency shall, to the extent appropriate in view of the uses to be made of the facilities, take into consideration the accessibility of the facilities to, and the usability of them by, handicapped persons, and of their compliance with the minimum standards contained in "American Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Handicapped" approved by the American Standard Association, Inc., with appropriate usable segments of "Building Standards of the University of Illinois Rehabilitation Center" and "Occupancy Guide--Department of Veterans Benefits, Regional Offices, Veterans Administration," and

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[1]Florida State Plan for the Administration of Vocational Education, Part I (Tallahassee, Florida: Department of Education, 1969), Section 1.72, p. 14.

with such other standards in that regard as the secretary of Health, Education and Welfare may prescribe or approve.[1]

Identification of handicapped persons.--Section 3.13 of the State Plan includes the following:

3.13-1 General Policy

The State Board and local educational agencies will provide vocational education for handicapped persons such as the following: mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, and those suffering from other handicapping health impairments.

3.13-2 Criteria for Identification

The State Board and local educational agencies will use the following criteria in identifying handicapped persons who are at least fourteen years of age to be served by vocational-technical education programs:

1. A handicapped youth shall have been identified by the chief administrative official of a local educational agency or a representative of the Division of Vocational Rehabilitation or another agency serving the handicapped to be eligible to participate in a vocational-technical education program under provisions of this plan.

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[1] Ibid., Section 1.94, p. 16.

2. The physical handicap or mental limitation shall be such that it constitutes a substantial obstacle to employment or to job adaptation after employment.
3. The person's physical disability or mental deficiency make adequate vocational-technical education impossible without the provision of special facilities or instruction services.

3.13-3 Referrals

Handicapped persons may be referred for vocational-technical education programs or classes by local education personnel or by appropriate local and state agencies. Included among these agencies are: Division of Vocational Rehabilitation, Bureau of Blind Services, Division of Mental Retardation, Division of Family Services, Division of Mental Health, Division of Youth Services, Bureau of Crippled Children, and other such public health and welfare agencies.

3.13-4 Acceptance

Handicapped persons will be accepted into vocational-technical education programs of local educational agencies upon the recommendation of a local placement committee consisting of representatives of vocational-technical education, exceptional child education, other educational specialists, and representatives of other public agencies such as public

health and vocational rehabilitation as appropriate to the handicapping condition.[1]

"Guidelines and Criteria for Implementing Vocational Education Programs for the Handicapped" specifies the process for establishment of state and local councils for the education and rehabilitation of the handicapped and enumerates the duties of these councils. These guidelines give other, very specific information for providing programs for the handicapped and securing funding for these programs.[2]

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[1] Ibid., Section 3.13, pp. 27-28.

[2] Guidelines and Criteria for Implementing Vocational Education Programs for the Handicapped (Tallahassee, Florida: Department of Education).

V

TYPES OF HANDICAPPED SERVED BY FLORIDA VOCATIONAL-TECHNICAL EDUCATION

The handicapped served by vocational-technical education in Florida vary greatly in type and extent of the handicapping condition. The classifications described here correspond with those specified in the vocational education Amendments of 1968.[1]

Mentally Retarded

The educable

This group probably will comprise the largest single block of students to be served by the vocational-technical educator. Two to 3 per cent of the general population is thought to be educable mentally retarded. Their rate of intellectual development ranges from 50 per cent to 75 per cent of normal intellectual growth, although these figures are arbitrary. While exceptions are common, the larger majority of educable students will achieve maximally at the sixth grade level.

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[1]Classifications and definitions are taken from Young, et al., op. cit., pp. 4-9.

The trainable

The trainable respond more slowly to education and training than do the educable. Their rate of development is approximately one-quarter to one-half of the normal rate. An individual in this group is likely to have secondary physical or emotional problems in addition to retardation. Education and training emphasizes the acquisition of self-care skills; social adjustment to the family, school, and neighborhood; and economic usefulness in either the home or a sheltered situation. The trainable usually require some care, supervision, and economic support throughout life.

Vocational educators can expect to work with very few trainable students. However, it is possible that these students might profit from exposure to selected aspects of the vocational-technical education program.

Speech Impaired

Speech is considered defective when its deviation from average speech draws attention to itself. The major categories of speech defects are: (1) articulatory disorders, (2) vocal disorders, (3) stuttering, (4) delayed speech, and (5) speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.

About 80 per cent of the speech cases in school are

articulating disorders which involve substitutions, omissions, distortions, and additions.

Visually Impaired

For education purposes the visually impaired are classified into two groups, the blind and the partially sighted. A blind student is one who has so little vision that the senses of touch and hearing must be substituted for sight when teaching. Braille is most often used by these students. The partially sighted are those able to utilize some remaining vision for learning.

There are few blind and partially sighted persons in the general population by comparison with the mentally retarded. Occasionally a visually impaired student will take part in vocational-technical education, but as a rule, specific programs should not be established in the public schools to serve this population. The visually impaired are educated in a variety of organizational arrangements related to the severity of loss of vision. The partially sighted are integrated as fully as possible into regular school programs, with itinerant teachers and resource rooms available when necessary. Very often the blind are brought together in residential schools where the preparation for possible return to the community is intensive.

Hearing Impaired

Students with impaired hearing are classified into two groups for education purposes: the deaf and the hard of hearing. Students are considered deaf when their sense of hearing is nonfunctional for ordinary purposes. There are two classes in this group, based on the time when loss of hearing occurred: (1) the congenitally deaf--those who were born deaf; and (2) the adventitiously deaf--those who were born with normal hearing but whose hearing has become non-functional, due to illness or accident.

Crippled and Health Impaired

These students have limited abilities in self-mobility, sitting in a classroom, and using materials for learning because of muscular and neuromuscular handicaps. These conditions include cerebral palsy, muscular dystrophy, multiple sclerosis, poliomyelitis, spina bifida, paraplegia, and heart conditions.

Some students have limited abilities, similar to those listed above, due to skeletal deformities. Examples include clubfoot, congenital dislocation of the hip, scoliosis, bone cysts, tumors, and conditions caused by accidents.

Other students have limited strength, vitality, and alertness for school work due to chronic health problems. Examples include heart conditions, tuberculosis, rheumatic

fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, and diabetes.

Emotionally Disturbed and Socially Maladjusted

Emotionally disturbed

This category refers to students whose behavior may be inappropriate to the point that it is both distracting and disruptive to the rest of the class, placing undue pressure on the teacher and intensifying the pupil's own problems.

Socially maladjusted

This classification refers to students who are constantly causing trouble in school or at home (truants, predelinquents, delinquents, and "incorrigibles").

VI

TYPES OF SERVICES PROVIDED FOR THE HANDICAPPED BY VOCATIONAL-TECHNICAL EDUCATION

Because the handicapped vary in type and degree of disability, services provided by vocational-technical education vary significantly. The general objective of vocational-technical education in serving the handicapped has been described in the Florida guidelines and criteria for implementation as: "To provide vocational education programs which are designed especially for persons who have handicapping conditions which impede their progress toward preparation for employment or who require special education and rehabilitation services to progress satisfactorily in a regular vocational education program."[1]

The handicapped are placed in regular vocational classes wherever possible and receive all services provided to the nonhandicapped. Where benefit to the handicapped is impossible in regular vocational-technical education classes, special vocational-technical education programs are developed for students fourteen years of age and older. Examples of such

[1] Guidelines and Criteria for Implementing . . ., p. 3.

programs and services include: special instructional programs or prevocational orientation programs where necessary, remedial instruction, guidance, counseling and testing services, employability skills training, communication skills training, special transportation facilities and services, special educational equipment, services, and devices, and reader and interpreter services.[1]

Education of the handicapped should be a planned process, rather than incidental services; therefore, vocational-technical education cooperates with other health, rehabilitative, and educational agencies in order to provide services that will enable the handicapped person to become gainfully employed.

"To assure proper placement into vocational education programs, handicapped persons should receive a comprehensive evaluation of their medical and psychological condition and their vocational education capability."[2] This evaluation should be followed by a comprehensive rehabilitation plan, including job placement and follow-up services.

Modification of instructional patterns, subject materials, and facilities may be necessary in providing comprehensive services for the handicapped. Special

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[1]Young, et al., op. cit., p. 83.

[2]Guidelines and Criteria for Implementing . . ., p. 5.

instructional organization patterns can be planned, with a portion of time being spent in special classes and the remainder of time spent in activities in regular classes of the school.

Often material used in training must be adjusted for the handicapped. This is particularly true for the mentally retarded, the blind, and the partially sighted. Special books with large type, typewriters, projection and magnifying equipment, may be necessary for the partially sighted. The blind require braille materials, audio equipment, and maps and globes with relief surfaces. The crippled and health impaired may, because of being homebound or hospitalized, use educational television programs, radio programs, home-to-school telephones, or other specially designed material.

Existing facilities should be used to meet the special instructional and personal requirements of the handicapped if the facilities are adaptable for this purpose. As previously stated, "construction of school facilities under the act (1963) must consider the 'accessibility' and 'usability' of the facilities by the handicapped person to the extent appropriate in view of the uses made by the building."

VII

TYPES OF TRAINING UNIQUE TO CERTAIN TYPES OF HANDICAPPED

In the past, particular occupations have been associated with certain disabilities such as piano turning for the blind or sheltered workshops for the mentally retarded. This categorization of the handicapped is rapidly changing. An encouraging sign of this is the variety of vocational-technical education training programs available for the handicapped.

Several factors have influenced this situation. One is the utilization of a more complete evaluation of the handicapped person in order to determine his range of abilities and interests. Another is the attempt to adjust course material and facilities to serve the needs of the handicapped. Still another factor is the effort to prepare instructors to be efficient and accepting in training the disabled. Additionally, the attempt to provide special classes and training situations such as work evaluation and pre-vocational training, has greatly expanded vocational-technical education opportunities for the handicapped.

In a review of all requests for funding for handicapped programs in the initial half of the 1971-1972 fiscal year, a substantial variety of vocational-technical education courses and pre-vocational training is apparent. Table 2 indicates requests for funding for vocational-technical education courses and services for the handicapped. General vocational-technical education programs are separated from those programs offered at the junior college level.

TABLE 2

REQUESTS FOR FUNDING FOR VOCATIONAL-TECHNICAL EDUCATION PROGRAMS FOR THE HANDICAPPED

Type of Request	Number of Requests	
	General	Junior College
Courses		
1. Food Management	5	
2. Health Related/Nurse's Aide	2	
3. Agriculture/Horticulture	35	2
4. Mechanics/Shop	15	
5. Construction/Maintenance	17	3
6. Institutional Housekeeping	11	
7. Home Ecomomics	19	
8. Service Station Attendant	2	1
9. Data Processing Machine Operator		1
10. Furniture Upholstering		1
11. Small Engine Repair	2	2
12. Clerical/Business Education	8	
13. Sales Promotion/Retail Merchandising	2	
14. Laundry	1	
15. General Program	1	

TABLE 2.--Continued

Type of Request	Number of Requests: General	Number of Requests: Junior College
Services		
1. Pre-Vocational Training	10	1
2. Orientation/Vocational Skills/ Pre-Occupational Exploration	11	1
3. Handicapped Resource Center Model/ Learning Lab	3	
4. Work Evaluation	3	
5. Interpreter for the Blind	1	
6. Coordinator for the Handicapped	2	
7. Occupational Specialist for the Handicapped	2	
8. Policy Development/Curriculum Planning/Program Development	6	
9. Language Arts Program	1	

Source: Florida State Department of Education, Division of Vocational Education (Tallahassee, Florida: 1971).

Table 3 is divided into broad vocational categories and indicates enrollment of the handicapped in vocational-technical education courses as of October 1, 1971.

In the preparation by the state office of vocational education of the legislative Budget Request for 1972 and Proposed Plan for 1973-78, projected figures of the number of Florida handicapped are given, along with the projected

enrollment in vocational-technical education. These figures are shown in Table 4.

TABLE 3

ENROLLMENT OF HANDICAPPED IN VOCATIONAL-TECHNICAL COURSES AS OF OCTOBER 1, 1971

Program	Total Number Handicapped Enrolled	Total Number Enrolled
1. Agriculture	811	25,395
2. Distribution	133	38,898
3. Health	370	15,108
4. Consumer and Homemaking	1,579	157,947
5. Occupational Preparation	487	12,169
6. Office	514	77,546
7. Technical	144	28,116
8. Trades and Industry	1,657	94,280
9. Diversified Coop. Training	27	4,446
10. Work Experience	97	7,634
Totals	5,819	461,539

Source: Florida State Department of Education, Division of Vocational Education (Tallahassee, Florida: 1971).

TABLE 4

PROJECTED FIGURES OF ENROLLMENT OF FLORIDA HANDICAPPED FOR BUDGET REQUEST FOR 1972 AND PROPOSED PLAN FOR 1973-78

Category	1969-70	1970-71	1971-72	1972-73	1973-74	1974-75	1975-76	1976-77	1977-78
Secondary			68,478	68,743	68,662	68,954	68,444	68,435	68,450
Adult			207,600	213,300	218,900	224,500	230,200	234,800	241,400
Total Number			276,078	282,043	287,562	293,454	298,644	303,235	309,850
Handicapped Enrolled in Vocational-Technical Education	1,000	1,605	2,214	2,612	2,930	3,243	3,562	3,857	4,134

Source: Florida State Department of Education, Division of Vocational Education (Tallahassee, Florida: 1971).

VIII

DESCRIPTION OF SELECTED VOCATIONAL-TECHNICAL EDUCATION PROGRAMS IN FLORIDA FOR THE HANDICAPPED

Following are specific vocational-technical education programs in existence in Florida which have been particularly successful with the handicapped.[1]

St. Petersburg-Clearwater Area

The St. Petersburg-Clearwater area offers a variety of programs for the handicapped. Those which will be described in this report are: Nina Harris Special Education Center, Pinellas Work Evaluation Center, and Program for the Deaf, Clearwater Campus of St. Petersburg Junior College.

Nina Harris Special Education Center[2]

This center provides an educational program for 450 handicapped students from kindergarten to the twelfth grades. Pre-vocational training often is essential to handicapped students if they are going to have a successful experience in

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[1]As recommended by Mr. Thomas Swift, Vocational Education State Office, Tallahassee, Florida.

[2]Description of program based on an interview with Mr. Thomas Laverly, Principal.

a vocational-technical class and the Nina Harris Center offers various types of pre-vocational training in addition to academic subject offerings.

Additionally, many vocational-technical teachers are apprehensive about accepting handicapped students into their classes. At the center, a coordinator acts as a liason between the center and the vocational-technical education program. This liason opens communication with the vocational-technical education teacher and enables the teacher to become more aware of the potentials and limitations of handicapped students and, hopefully, more accepting of these students into their classes.

Pinellas Work Evaluation Center[1]

Educators of the handicapped often have felt the need for an additional step for some handicapped students between the pre-vocational experiences and a regular or modified vocational education class. The Pinellas County Work Evaluation Center offers this intermediary step.

Following is the statement of purpose for this center:

> Work evaluation is designed to determine the assets and liabilities of the individual client, as these are related to vocational goals. This is a program of work evaluation through a structured and controlled observation

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[1]Information received from Allen Kerns, Work Shop Evaluator, Pinellas Work Evaluation Center.

> of the client. We attempt to avoid clinical impression in order to objectify the assessment. Reliable estimates of a variety of types and levels of task performance are provided including the personal and social dimensions, in order to assess each person's performance. Then we can specify and measure behaviors significant to work and indicate potentials for training.[1]

This evaluation, which includes a battery of twenty-eight work samples was developed by the Jewish Employment and Vocational Service (JEVS). The work evaluation extends for a two-week period (10 school days). Each work sample is administered individually to each person. These tasks are timed in a simulated industrial setting, and a standardized scoring system is used. The twenty-eight work samples ascend from simple tasks to complex tasks involving a much higher degree of coordination, perception, and intelligence. Some of the broad areas of worker trait groups covered in these work samples are: handling; sorting; inspection; measuring; tending; manipulation; routine checking and recording; classifying; filing and related work; craftsmanship and related work; costuming, tailoring, and dressmaking; and drafting and related work. The extent of the progress made by each individual through this ascending order of tasks depends on his ability and intelligence.

Students age fourteen and above in the exceptional child education centers are given immediate priority for

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[1] Ibid.

admission to the work evaluation center. However, this facility is a possible resource for the high school student considered to be a potential dropout. Complete evaluation reports are forwarded by the center to the referral source within a week after the evaluation has been completed.

Program for the Deaf--
Clearwater Campus of St. Petersburg Junior College[1]

For the past five years, the Clearwater campus of St. Petersburg Junior College has provided an academic program for deaf-mutes. Most students are graduates of St. Augustine School for the Deaf and Blind, the only state school for the deaf and blind in Florida. The counselors and teachers at St. Augustine recommend students who have the potential for succeeding in college. Other students are graduates of public and parochial schools in Florida; some come from out-of-state.

Before being accepted into the program, a personal interview is held with each student and one or both of his parents or guardians. Upon acceptance, past records and a complete history are compiled. A battery of tests which include the School and College Ability Test, Davis Reading Test, Raven's Progressive Matrices, WAIS Performance, and

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[1]Description of program based on an interview with Mr. Thomas Houze and staff, Program for the Deaf, St. Petersburg Junior College at Clearwater.

the Stanford Achievement Test is required of each student upon admission.

Academic programs offered to deaf students include a choice of a two-year terminal program in Data Processing, a two-year terminal program in General Business, and a two-year University Parallel program which includes general education subjects and other courses needed to transfer to one of the state universities and continue work toward a four-year degree. In addition to a coordinator, the program utilizes interpreters, tutors, and note takers to aid the deaf student with college classes.

An interpreter is present in every class where there is a deaf student. These interpreters are skilled in the use of sign language and interpret the instructor's lecture to the deaf student. For the most part, deaf students attend regular classes with hearing students. They generally are required to take some directed study courses as well.

Honor students are used as tutors, aiding the deaf students in areas where they may be experiencing special difficulty. Both group and individual counseling is provided. Additionally, conferences can be held with instructors at any time. Some instructors have been provided with special workshops in teaching the deaf which has increased their effectiveness in working with deaf students.

Dade County Area[1]

The Dade County area program for the handicapped is directed by a coordinator and supports three teams in the county to provide services to the handicapped. The team for each district is composed of a vocational-technical education counselor, a Division of Vocational Rehabilitation counselor, and a special education teacher. This staff is supplemented by teacher aides. Services provided by vocational-technical education includes pre-vocational evaluations, group vocational counseling within the schools, recommendations for the implementation of new vocational-technical education courses, recommendations for placement of individual handicapped students in existing vocational-technical education courses, individual vocational counseling, assistance in vocational-technical education classes, placement of students in work activities within the school, work evaluation, job placement, and follow-up. Present vocational-technical education courses, particularly for the handicapped, include diversified mechanics, nurse-health service aides, filling station attendants, and short order cooks.

Students are accepted for services at age fourteen. Two years are spent on pre-vocational training which emphasizes

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[1] Based on interviews with Mr. Ray Chaffins, Coordinator for services for the handicapped, and Mr. Frank Smith and Mr. Peter Fleming, Vocational Education Counselors, Miami, Florida.

development of values, attitudes, work tolerance, physical coordination, finger dexterity, and vocational orientation.

Special programs in the Dade County area include a learning laboratory at Goodwill Industries, a machine shop and vocational instruction in mechanics at Jackson Memorial Hospital, an evening program in home maintenance and repair for retarded adults, and a senior high school program for the "multiple handicapped."

A unique program for the handicapped was held in the summer of 1971, jointly sponsored by the Florida Bureau of Blind Services, Division of Vocational Rehabilitation, and Vocational Education. The six-week program served fifty-six handicapped Dade County students including blind, deaf, mentally retarded, and orthopedically handicapped. The purpose of the program was to give intensive training and attention to the total person. Training was provided in personal management, arts and crafts, physical education, mobility training, and diversified mechanics. Special emphasis was placed on developing independence.

St. Augustine School for the Deaf and Blind[1]

The St. Augustine School for the Deaf and Blind is

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[1]Based on an interview with Mr. Stephen F. Greene, Vocational Rehabilitation Counselor, St. Augustine School for the Deaf and Blind.

the only state school for the deaf and blind in Florida. The broad objective of the school is to provide students with an educational program adapted to their individual needs. House-parents, teachers, vocational rehabilitation counselors, vocational-technical educators, and other supporting staff work together with students to establish acceptable behavior patterns, as well as to teach academic and vocational skills. Both pre-vocational training and vocational-technical education are provided for students.

Broad categories of vocational offerings for the deaf are graphic communication, business and office practice, data processing and banking machines, upholstering, electronics, dry cleaning and pressing, shoe repair, barbering, cosmetology, power sewing, auto body repair, gasoline engine mechanics, and snack bar operation.

Vocational-technical training is just beginning for the blind. A basic class in woodworking is one of the new offerings.

Table 5 contains placement data in reference to 1969-1971 graduates from St. Augustine School for the Deaf and Blind.[1]

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[1]Mr. Stephen F. Greene, Vocational Rehabilitation Counselor at the school is now compiling a five-year follow-up report covering the activities of graduates, 1967-71, Department for the Deaf.

TABLE 5

PLACEMENT DATA FOR 1969-1971 GRADUATES FROM ST. AUGUSTINE SCHOOL FOR THE DEAF AND BLIND

Graduates	1969	1970	1971
Total employed upon graduation	7	13	18
Total who went into some type of post-secondary training	7	15	17
Housewife (considered to be employed)	1	0	0
Total not heard from	0	6	22[a]

[a]Data still coming in.

IX

EXTRAMURAL AGENCIES THAT AID VOCATIONAL-TECHNICAL EDUCATION IN THE REHABILITATION OF THE HANDICAPPED

One of the most important aspects of the 1968 Amendments to the Vocational Education Act of 1963 for vocational-technical education of the handicapped is the emphasis on cooperation between vocational-technical education and other agencies involved in the rehabilitation of the handicapped. Section 102.6(e) of the Amendments states:

> Vocational education programs and services for disadvantaged or handicapped persons shall be planned, established, administered, and evaluated by state boards and local educational agencies in consultation with advisory committees which include representatives of such persons in cooperation with other public or private agencies, organizations, and institutions having responsibility for the education of disadvantaged or handicapped persons in the area or community served by such programs or services, such as community agencies, vocational rehabilitation agencies, special education departments of state and local educational agencies, and other agencies, organizations, and institutions, public or private, concerned with the problems of such persons.[1]

General cooperation is sought with any agency or organization that serves the handicapped. Agencies and groups specifically mentioned are: The Division of Vocational

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[1]Young, et al., op. cit., p. 84.

Rehabilitation; the Exceptional Child Education section of the Division of Elementary and Secondary Education, Department of Education; Divisions of Adult Corrections, Youth Services, Mental Health, Retardation, Health, Family Services; private rehabilitation agencies such as Goodwill Industries; Florida Bureau for the Blind; the family of the handicapped individual; councils of the business and labor communities; and community business establishments.

Even though there has been a concentrated effort to avoid duplication of services by the use of cooperative agreements and state and local advisory boards, the problem of duplication still exists; there is a hesitation to share information concerning the handicapped. Much time and effort is consumed by agencies collecting similar information concerning the disabled individual and joint planning exists in only a few agencies serving the handicapped. In large, metropolitan areas, many agencies and groups may be available to provide similar services; however, groups often are unwilling to give up their own vested interests. This leads to narrow agency viewpoints rather than a joint direction among service groups. Too often, this leads to a neglect of the real needs of handicapped students.

This duplication of services also leads to sporadic services and uncoordinated programs for the handicapped. Long range objectives are not available for students. The

students participate in many community programs but because of divisiveness the programs often are too shallow to provide the comprehensive, long-term services needed for rehabilitation.

Services Provided by Extramural Agencies that Aid Vocational-Technical Education in the Rehabilitation of the Handicapped

Some services provided by extramural agencies that supplement the vocational-technical education program are listed below:

A. Counseling and guidance

B. Legal determination of disability and vocational handicap

C. Medical evaluation

D. Physical restoration

E. Training including:

1. personal adjustment training
2. workshop evaluation
3. pre-vocational training
4. vocational training
5. college scholarships
6. remedial training

F. Maintenance

G. Placement

H. Follow-up

I. Transportation

J. Reader services for blind

K. Interpreter services for the deaf

L. Services to members of the handicapped individual's family

M. Other goods and services

IX

SUMMARY AND RECOMMENDATIONS

Summary

This report on the role of vocational-technical education in providing services for the handicapped has revealed a considerable effort on the part of vocational-technical education in the state to provide comprehensive services for the handicapped population. The 1968 Amendments to the Vocational Education Act of 1963 have been reflected conscientiously in the Florida State Plan. In addition, state and local advisory councils have been established in order to provide well planned, comprehensive services for the handicapped.

Personnel at all levels--state and local--appear well trained, dedicated, and concerned with the challenge of providing services for the disabled. Vocational-technical education personnel seem to work well together and attempt to maintain real cooperation with other agencies. They appear open to new ideas and attempt to be innovative in providing services.

Also apparent is a move toward more comprehensive planning for the handicapped to include evaluation

pre-vocational training, training, follow-up, and an expansion of vocational-technical courses available. Vocational-technical education is beginning to consider the needs of the "whole person" rather than training needs alone. Grooming, need for physical education and development, social skills and other areas of this type are receiving special consideration.

The mentally retarded receive extensive consideration, as do the deaf and the blind. The emotionally disturbed and socially maladjusted are perhaps the group most neglected by vocational-technical education.

One of the problems most often mentioned by those vocational-technical educators working with the handicapped is the apprehension of vocational-technical instructors in having handicapped students in their classes. This may be based, in part, on past, inappropriate referrals. However, there is a new emphasis on comprehensive evaluation and appropriate referrals of the handicapped to regular vocational-technical education classes. One vocational-technical educator who works with the handicapped stated, "We must be very selective in sending handicapped students to regular vocational education classes. Teachers are 'up-tight' about having the handicapped in their classes." There appears to be a great need to orient regular vocational-technical education instructors in working with the handicapped.

Another problem reported was the lack of joint planning among agencies. Too much time and effort is spent by various agencies collecting similar information concerning the handicapped. There is a need to combine knowledge and resources and to provide in-depth programs to meet the needs of the handicapped student.

A third problem evidenced was the hesitancy of school personnel to accept new programs. The negative attitude reflected the feeling that the new program was associated with federal funding and, therefore, nothing would be accomplished. Some vocational-technical educators stated that it was a real struggle to gain acceptance of their program.

Even though an extensive effort is being made to serve the handicapped, it is evident that the present services cannot possibly meet the needs of the handicapped population of Florida as it is now structured. Local agencies must renew their efforts to identify the handicapped, determine the needs of this population and the resources available, and request services to meet the determined needs.

Consulting services are available from the vocational education state office and should be utilized more fully. State staff is available to aid in all areas of planning and development to provide services for the handicapped.

Recommendations

As a result of the data gathered, the following recommendations are made:

1. More extensive use be made of state office vocational-technical educators available for consultation in the planning and development of services for the handicapped.

2. Local areas renew their efforts to identify the handicapped in their area, determine the needs of the handicapped and resources available in their area, and request services to meet the needs of these individuals.

3. Consideration be given to the continued development of "work-evaluation centers" for vocational-technical education.

4. Job opportunity surveys be conducted on a local level to determine jobs in particular geographic areas. The handicapped generally are stabilized geographically and, therefore, should be trained according to job opportunities available in their geographic area.

5. Development of specialized personnel for vocational-technical education of the handicapped such as the teacher aide, work evaluator, work evaluator aide, occupational specialist, be continued.

6. Inservice training be provided for regular vocational-technical education instructors who work with the

handicapped to aid their adjustment in working with this group.

7. The effort to coordinate services provided for the handicapped be continued, with emphasis on joint planning and commitment.

8. Research for new ways of educating the handicapped, including development of staff, program, and training materials, be continued.

9. Evaluation procedures be developed to aid in the determination of the feasibility and effectiveness of programs for the handicapped.

10. Additional consideration be given to vocational-technical education for the emotionally disturbed and socially maladjusted.

11. An attempt be made to standardize forms used by agencies providing services for the handicapped to the extent feasible.

12. A continued effort be made to keep communication between agencies serving the handicapped open and uncomplicated.

13. Continued emphasis be given to the education of the "whole person" as opposed merely to providing some job skills.

14. Consideration be given in program planning to effect community acceptance of the handicapped.